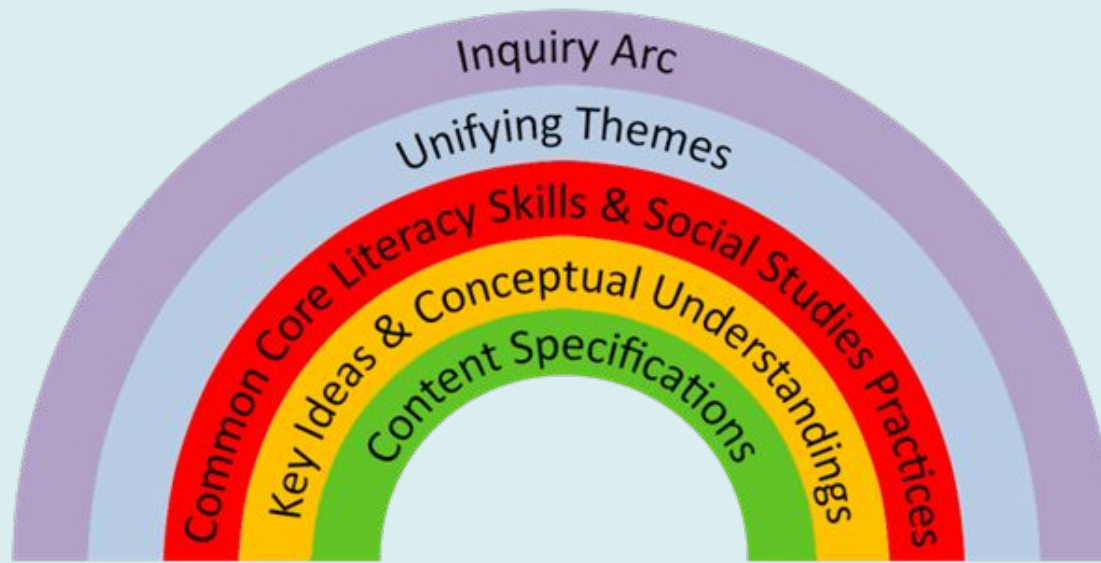


# ***Social Studies at Herricks***

## ***K-12***





## *K-12 Social Studies Framework*

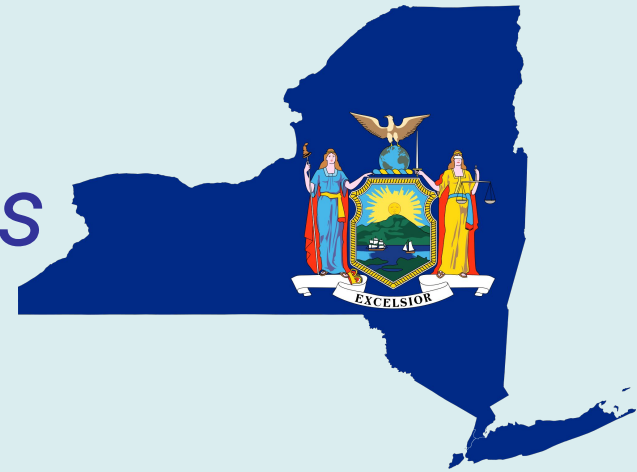
The New York State K-12 Social Studies Framework is designed to prepare students for college, careers, and civic life with courses that are rigorous and aligned to the New York State Learning Standards for Social Studies.

\*Framework published in 2014; revised in 2016 (gr. K-8) and 2017 (gr. 9-12)

The three instructional shifts are:

- Focus on Conceptual Understanding
- Foster Student Inquiry, Collaboration, and Informed Action
- Integrate Content and Skills Purposefully.

# New York State Learning Standards for Social Studies



**Standard 1:** History of the United States and New York

**Standard 2:** World History

**Standard 3:** Geography

**Standard 4:** Economics

**Standard 5:** Civics, Citizenship, and Government

*In addition, the Social Studies Framework allows for:*

- Students to develop an understanding of concepts and key ideas through inquiry, analysis of primary and secondary source documents, and disciplinary skills and practices.
- Students to be assessed on their understanding of key ideas and conceptual understandings as well as Social Studies practices.
- Students to be instructed across the K-12 spectrum by using a cohesive set of themes, key ideas, and concepts.
- Districts and teachers to continue to have decision-making power about how to teach and illustrate key ideas and conceptual understandings to promote social studies.

***\*Social Studies is a required subject in all grades K-12.***

# *Herricks Social Studies Department Goals*

*To develop a student body  
which thinks critically and...*

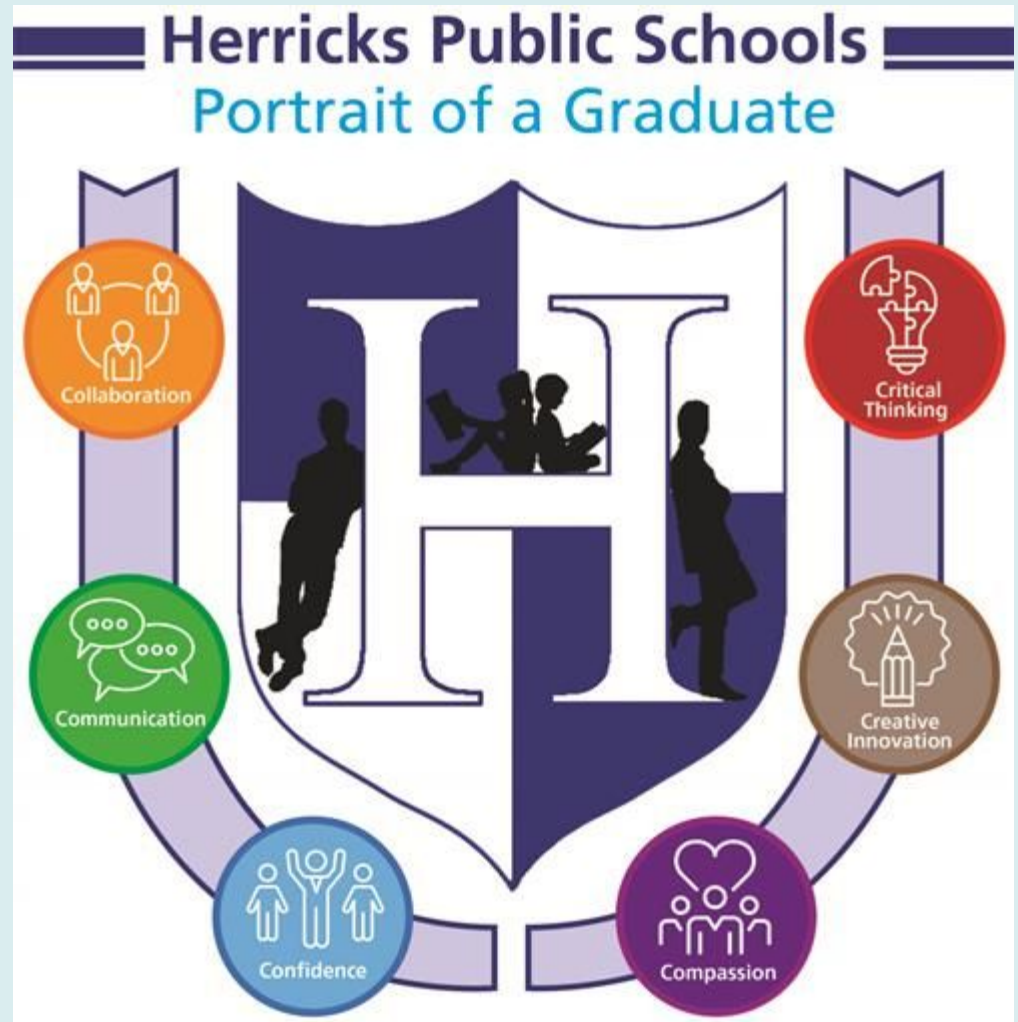
- Raises vital questions and problems, formulating them clearly and precisely.
- Gathers and assesses relevant information, using abstract ideas to interpret effectively.
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
- Thinks open-mindedly and critically within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences.
- Communicates effectively with others in creating solutions to complex problems.

# Herricks Social Studies Department Objectives

- Instill a solid understanding of the major social science disciplines
- Instill the knowledge, skills, and values required for effective citizenship
- Develop rational decision-makers who are prepared to fully participate in their community
- Nurture self-confident and well-adjusted individuals
- Empower students to respond effectively to social, economic, and environmental challenges
- Teach current events and controversial issues



# *Alignment*



# *Board Policy # 4810 Teaching About Controversial Issues*

*Adopted 10/2020*

## **The Board of Education**

- Recognizes that a teacher must be free to engage the classroom discussion and debate in order to stimulate the exchange of ideas and critical thinking.
- Wishes to ensure that controversial issues are presented in a manner that preserve the academic integrity of the School District and reflects community values.
- Establishes guidelines for teachers in the ways they handle, present, and share controversial topics and materials.
- Establishes responsibility and accountability.
- Requires teachers to notify his/her Department Leader when a controversial topic discussed in his/her class may cause a substantial disruption to the educational environment.

\*To review the policy in its entirety, please see [Herricks Board Policy #4810](#)



## **Presentations and PD work:**

- Teaching Controversial Issues Presentation for elementary staff  
Workshop for Long Island Council of Social Studies
- New Teacher Orientation with Herricks SS teachers Pascale Gabriel and Chloe Graef
- Professional Development including Equality and Social Justice with Jamillah Pitts and Asian American Pacific Islander (AAPI) anti bias/anti racism
- Member of panel discussion for Suffolk County Superintendents on the implementation of News Literacy

Elementary

# SOCIAL STUDIES



## *Elementary SS K-5 at Herricks*

2

July 2020

Social Studies Chair for grades 6-12 position expanded role to Director of Social Studies for grades K-12

4

July 2021

Summer curriculum writing offered for elementary teachers to develop social studies units for each grade level based on NYS Frameworks.

1

Pre-2020

Teachers worked on SS independently or with grade level colleagues within their buildings with Putnam BOCES SS/ELA used as the primary program and curriculum.

3

2020-2021

Elementary Principal Loren Borgese and Dir of SS Tony Cillis met with all K-5 teachers and SS facilitators to develop plan for horizontal curriculum articulation- 4 units/20 lessons each

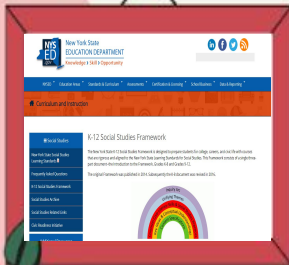
5

2021-2022

Elementary professional development has continued to focus on curriculum writing, as well as preparing for the Tri State visit.

### NEXT STEPS:

- Continue our curriculum **work in the summer of 2022**
- Link unit assessments to grade level standards-based report card.



[NYS Standards](#)

**Tri-State 2022**

**Vertical Articulation  
of the SS Practices  
K-12**

## Herricks Elementary Social Studies 2021-2022

### K-5 Herricks Elementary Social Studies Curriculum 2021-2022

| 2021-2022 | Kindergarten                           | 1st Grade          | 2nd Grade                           | 3rd Grade     | 4th Grade                             | 5th Grade                                              |
|-----------|----------------------------------------|--------------------|-------------------------------------|---------------|---------------------------------------|--------------------------------------------------------|
| Unit 1    | Individual Cultural and Civic Identity | Rules and Laws     | Active Citizenship                  | Geography     | Geography: Native Americans           | A New World Rising                                     |
| Unit 2    | Families, Celebrations and Culture     | We are Family      | Communities                         | United States | Impact of the Colonial and Revolution | European Exploration and the Transatlantic Slave Trade |
| Unit 3    | Geography, Humans and the Environment  | Unity in Community | Geography                           | Brazil        | Government                            | Economics in the Western Hemisphere                    |
| Unit 4    | Time, Continuity, Change and Economics | Economics          | Economic Interdependence and Change | Japan         | Change Comes to New York State        | Government in The Western Hemisphere                   |



# Exemplar of a 5th Grade Inquiry Lesson:

(Lauren Zubovic, grade 5, Searingtown)

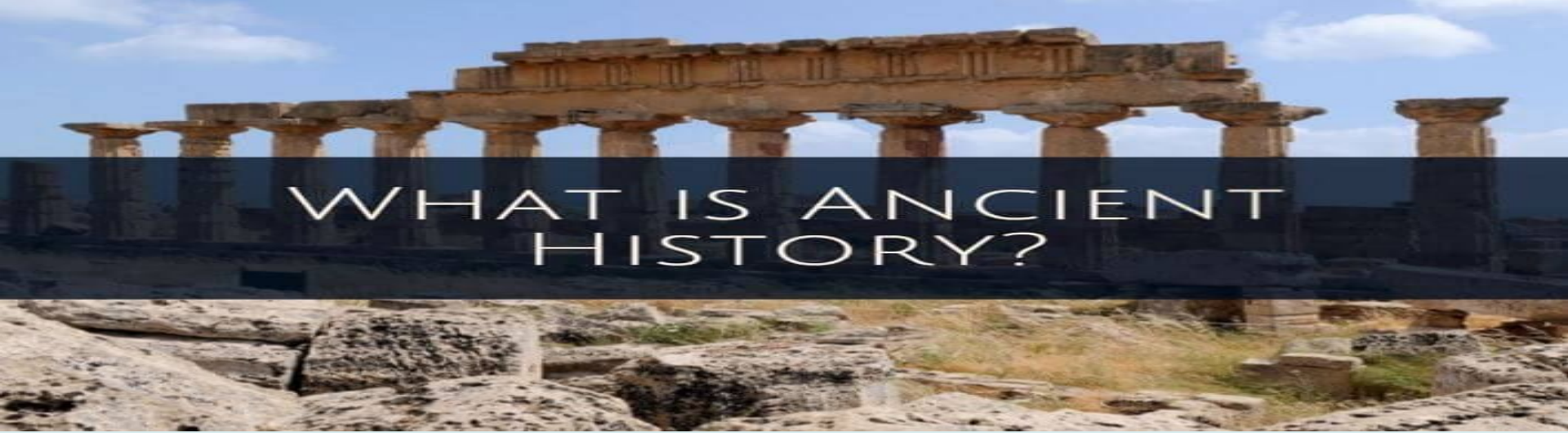
Write a letter to the United Nations Secretary General, Antonio Guterres, on what you think the United Nations should do regarding the Ukraine-Russia issue. In your letter you need to have a thesis statement. Your letter should be AT LEAST four paragraphs, convincing the UN that your strategy on how to deal with this issue is the one they should move forward with.

*Your letter should include facts from all the sources we have explored:*

- **CBC Kids News**  
[https://www.cbc.ca/kidsnews/post/russia-declared-war-on-ukraine.-heres-why?fbclid=IwAR21Ju2mNscsIgdZwNOv4gt0tm9W-uHnC3pDM8WyRFIRE5iF8qSG8nm7a\\_k](https://www.cbc.ca/kidsnews/post/russia-declared-war-on-ukraine.-heres-why?fbclid=IwAR21Ju2mNscsIgdZwNOv4gt0tm9W-uHnC3pDM8WyRFIRE5iF8qSG8nm7a_k)
- **Global Peace Index**  
<https://www.visionofhumanity.org/maps/#/>
- **United Nations Charter Preamble:**  
<https://www.un.org/en/about-us/un-charter/preamble>
- **Goal 16: Peace, Justice, and Strong Institutions**  
[https://www.un.org/sustainabledevelopment/wp-content/uploads/2019/07/16\\_Why-It-Matters-2020.pdf](https://www.un.org/sustainabledevelopment/wp-content/uploads/2019/07/16_Why-It-Matters-2020.pdf)
- **NATO**  
<https://www.nato.int/nato-welcome/index.html>

# ***Social Studies at Herricks Middle School***



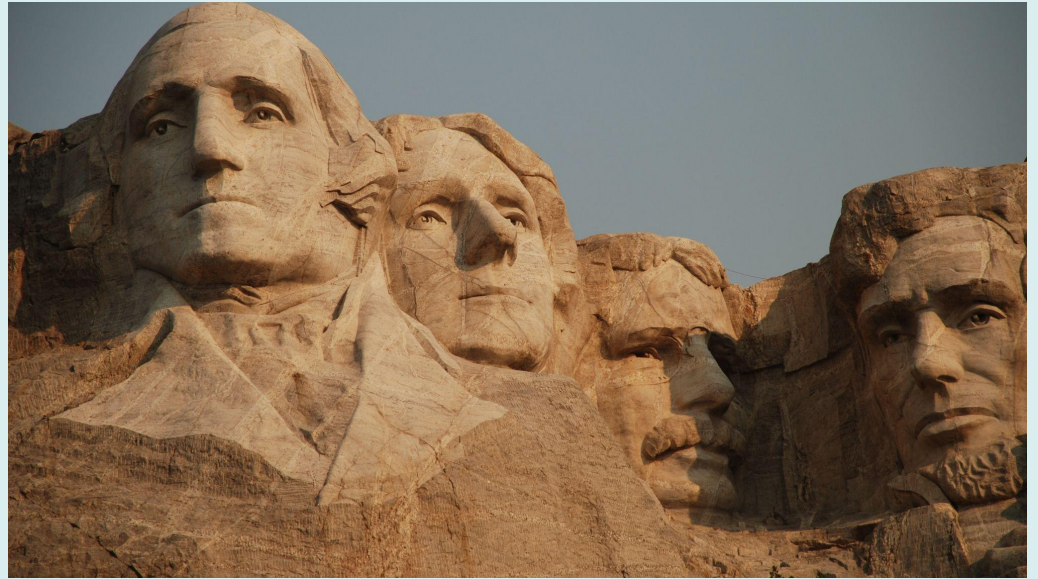


# WHAT IS ANCIENT HISTORY?

## 6th Grade SS (NYS Frameworks): Ancient Civilizations

- 6.1 Present-Day Eastern Hemisphere Geography
- 6.2 The First Humans through the Neolithic Revolution in the Eastern Hemisphere
- 6.3 Early River Valley Civilizations In the Eastern Hemisphere (ca. 3500 B.C.E. – ca. 500 B.C.E.)
- 6.4 Comparative World Religions (ca. 2000 B.C.E – ca. 630 C.E)
- 6.5 Comparative Classical Civilizations in the Eastern Hemisphere (ca. 600 B.C.E. – ca. 500 C.E.):
- 6.6 Mediterranean World: Feudal Western Europe, the Byzantine Empire, and the Islamic Caliphates (ca. 600 C.E. – ca. 1450)
- 6.7 Interactions Across the Eastern Hemisphere (ca. 600 C.E. – ca. 1450)

# Grades 7 and 8: History of the United States and New York State



Students examine history of United States and New York State

- Two-year sequence arranged chronologically
- Begins with settlement of North America by Native Americans
- Ends with examination of the United States in the 21st century

## Courses

- Emphasize chronological reasoning and causation
- Integrate geography, politics, economy, and culture into the study of history

# SS Writing Program in MS

| Grade 6                                                                                                                                                                                                     | Grade 7                                                                                                                                                                           | Grade 8                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>● Short research projects (1-2 pages)</li><li>● Teacher generated (Hall of Fame/Hall of Shame)</li><li>● 4 sources, 1 primary source</li><li>● Bibliography</li></ul> | <ul style="list-style-type: none"><li>● 2-3 page paper</li><li>● Thesis</li><li>● “Big picture” questions</li><li>● 6 sources, 2 primary sources</li><li>● Bibliography</li></ul> | <ul style="list-style-type: none"><li>● 3-4 page paper</li><li>● Thesis and counter argument</li><li>● 8 sources, 3 primary sources</li><li>● Annotated bibliography</li></ul> |

**\*Grades 7 and 8:**

*5-10 pages of research writing (total)*



# Grades 6-8 Language Immersion

- Students take social studies classes in Spanish.
- There are 2 classes each in grades 6-8.
- Social Studies teachers are fluent in Spanish.
- Students follow the same NYS curriculum guidelines.





Stony Brook University

*School of Journalism  
Center for News Literacy*

*Herricks School District has been awarded \$30,000 by the Stony Brook University Center for News Literacy as part of a collaborative effort to introduce News Literacy education into the curriculum of Long Island schools.*

*To support professional development for teachers, curriculum writing, assessment and a complementary program for families in the district.*

*Howard Schneider  
Executive Director*

# SS Flex and Electives

Grades 6 & 7

## **NEWS LITERACY**

Grade 8

## **NEWS LITERACY**

*In this age of increasing social media and overwhelming information online, this elective course is designed to educate and guide students to find trustworthy digital and print content. This course, working in conjunction with the Stony Brook University School of News Literacy, will provide a basis for students to better understand the world around them.*

## **FIGHTING INTOLERANCE THROUGHOUT AMERICAN HISTORY**

*This course provides an opportunity for students to examine various levels of injustice and inequality throughout our history. Whether the focus is gender, racial, ethnic, religious, or social, numerous groups have faced different types of hatred, in various forms. Students will have the opportunity to play an active role in creating projects to spread tolerance through the hallways and the community.*



## ***HMS Wins at National History Day 2018***

*In addition, three 8th graders represented New York State at the national finals with their documentary titled: The Fall of Yugoslavia.*



*After **winning at the state level**, two Herricks Middle School students represented New York State at the national competition. Their performance, describing the events of integration at Little Rock Central High School, was titled: **Compromising Their Lives for a Better America: The conflict of the Little Rock Nine.** The group placed 6th in the nation and Outstanding Entry on the Middle School Level for the State of New York.*

# ***Social Studies at Herricks High School***



## **Grades 9 and 10: Global History and Geography**

This two-year sequence is arranged chronologically beginning with the Paleolithic Era and continuing through the present. Grade 10 culminates with a NYS Regents exam on Grade 10 content.

## **Grade 11: United States History and Government**

Begins with the colonial and constitutional foundations of the United States and explores the government structure and functions written in the Constitution and runs through contemporary times. It culminates with a NYS Regents exam.

## **Grade 12: Participation in Government and Civics**

Provides students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship.

## **Grade 12: Economics, the Enterprise System, and Finance**

Examines the principles and challenges of the United States free market economy in a global context including students' individual responsibility for managing their personal finances.

\*15 pages of Research writing/course in grades 9-11

\*PiG paper graduation requirement for all students in grade 12.

# Equity for all Students

## Removing the “gates”

...

1

2007-2008  
Offered  
GH9/10 RA, AP  
European  
History (gr. 10),  
GH9/10R

2

31 GH10 students  
volunteer for World  
History exam  
  
Course change to  
GH9, GH 10  
(Regents), WH9,  
WH10

3

Eliminate AP  
European  
History and  
replace with  
AP World

4

Presentation to  
the BOE, parent  
meeting,  
presentation to  
Curriculum  
Council to  
approve changes

5

Summer 2008  
Training in AP  
World History  
curriculum by a  
consultant  
  
Criteria developed  
for AP credit

6

2008-2009  
Gr. 11 changes  
from US History  
RA to US R  
  
Create  
American  
History for AP

# Additional Curriculum Modifications in Social Studies

## NYS Global Regents exam

- Now only covers material from 10<sup>th</sup> grade
- Fall 2022 Offer WH9 only (with resources for students with special accommodations)
- 9<sup>th</sup> grade teachers piloting pre-AP curriculum this year instead of NYS Regents curriculum
- Goal--by 10th grade, more students have the confidence to take AP World History exam

## Grade 12 – Participation in Government (*PiG*) course introduced by NYS in the 1990s

- PiG research project incorporated into five of our elective courses:
  - *Sociology (1/2 year)*
  - *Man's Inhumanity to Man (1/2 year)*
  - *Criminal Justice (1/2year)*
  - *AP Government and Politics (full year)*
  - *Government and Economics (full year)*
- The PiG project (\*adopted by the BOE as a graduation requirement):
  - Research paper based on a current issue (usually state or local)
  - Community service project/paper (civic volunteerism either working on a political campaign or working for a political action group)
  - Civic action project--identifying a problem and devising a plan to fix it



# SOCIAL STUDIES ELECTIVES

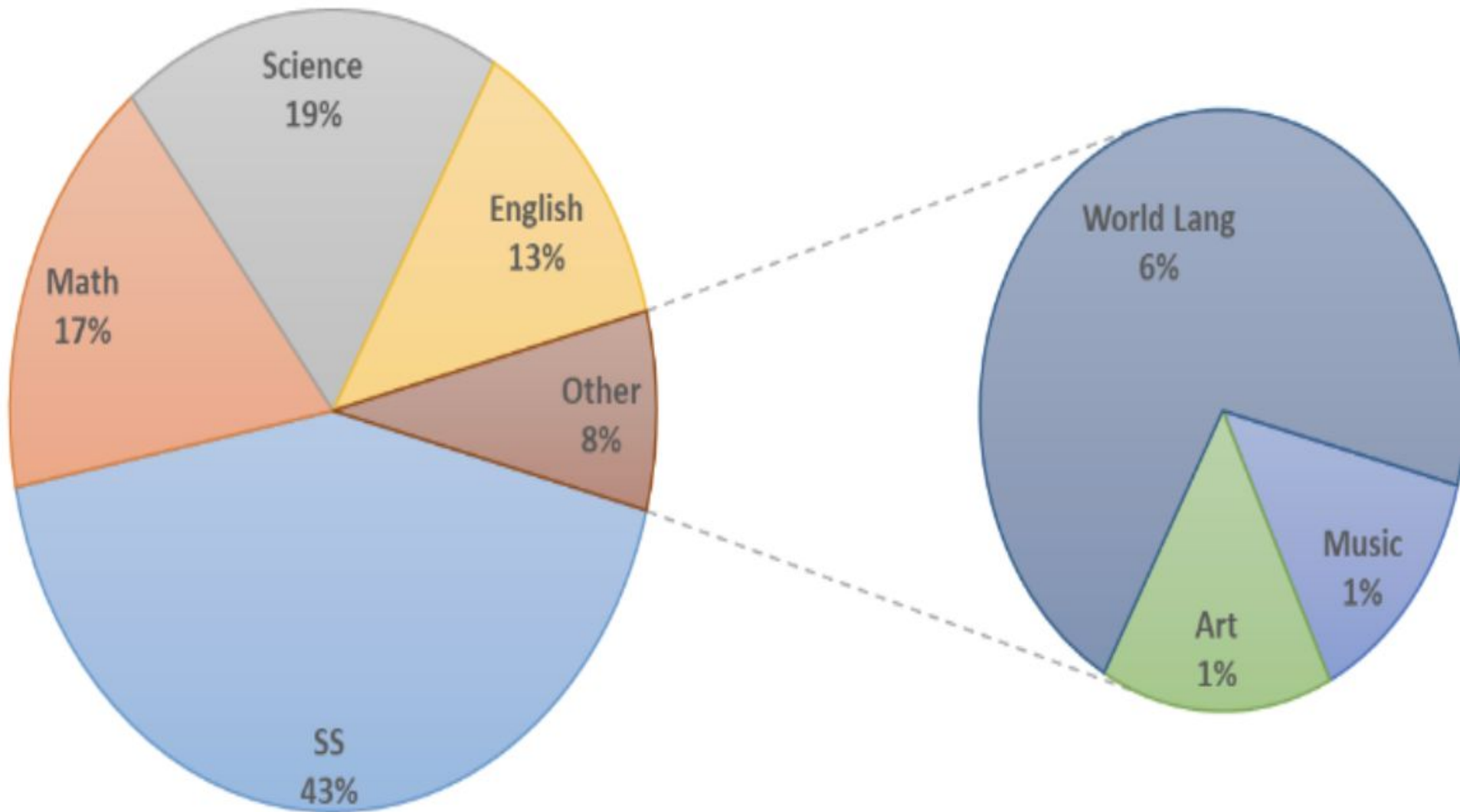
- SS Research I- IV
- History thru Film
- Philosophy I and II
- Criminal Justice
- Man's Inhumanity to Man
- Sociology
- AP World History
- AP US History
- News Literacy

- AP Human Geography
- AP US Government and Politics
- AP Macroeconomics
- AP Macro/Micro
- AP Psychology
- Psychology
- Model UN I-IV
- Racial Literacy in Society I-III

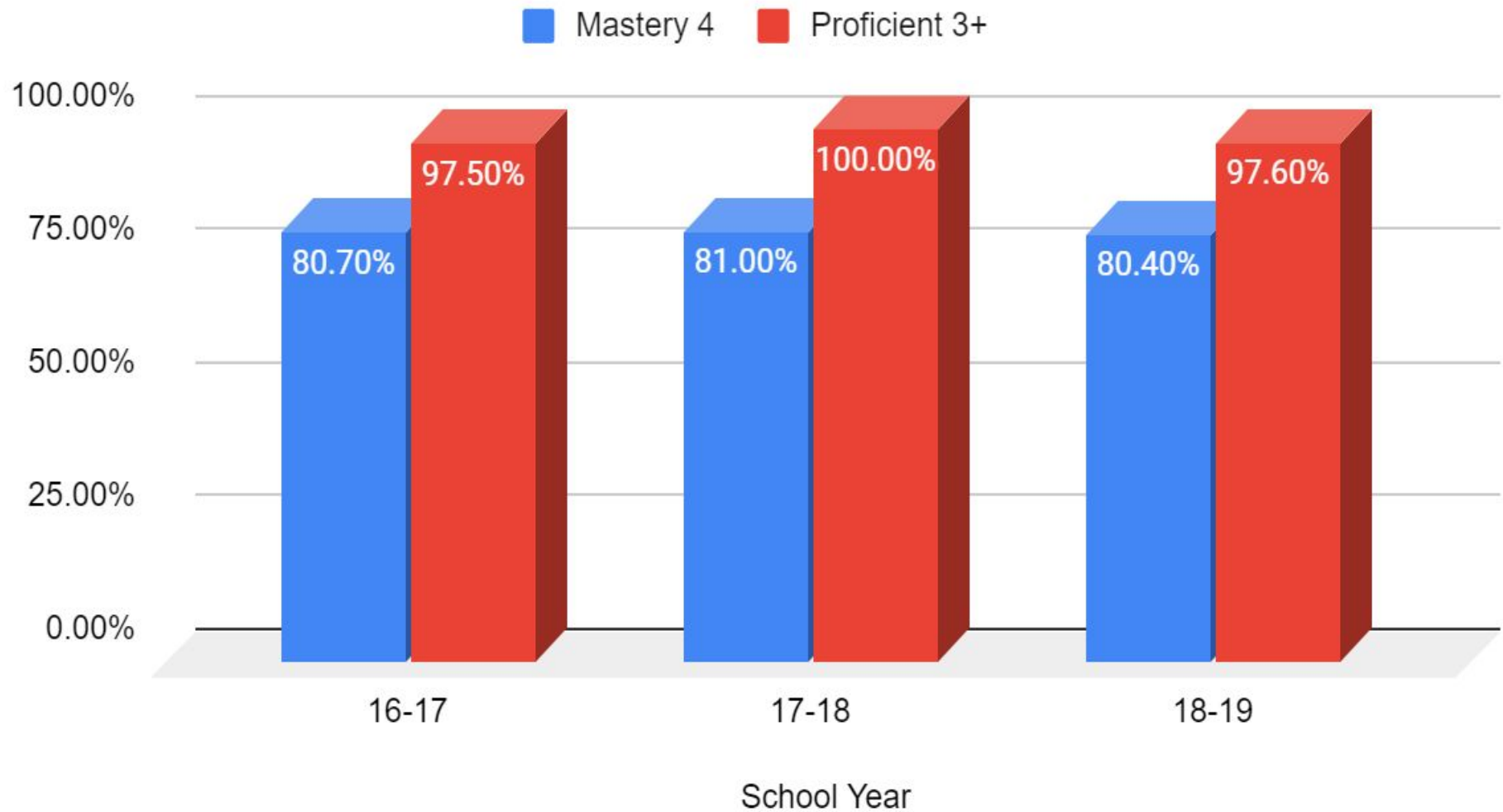
## 3 Year Course Count by Department



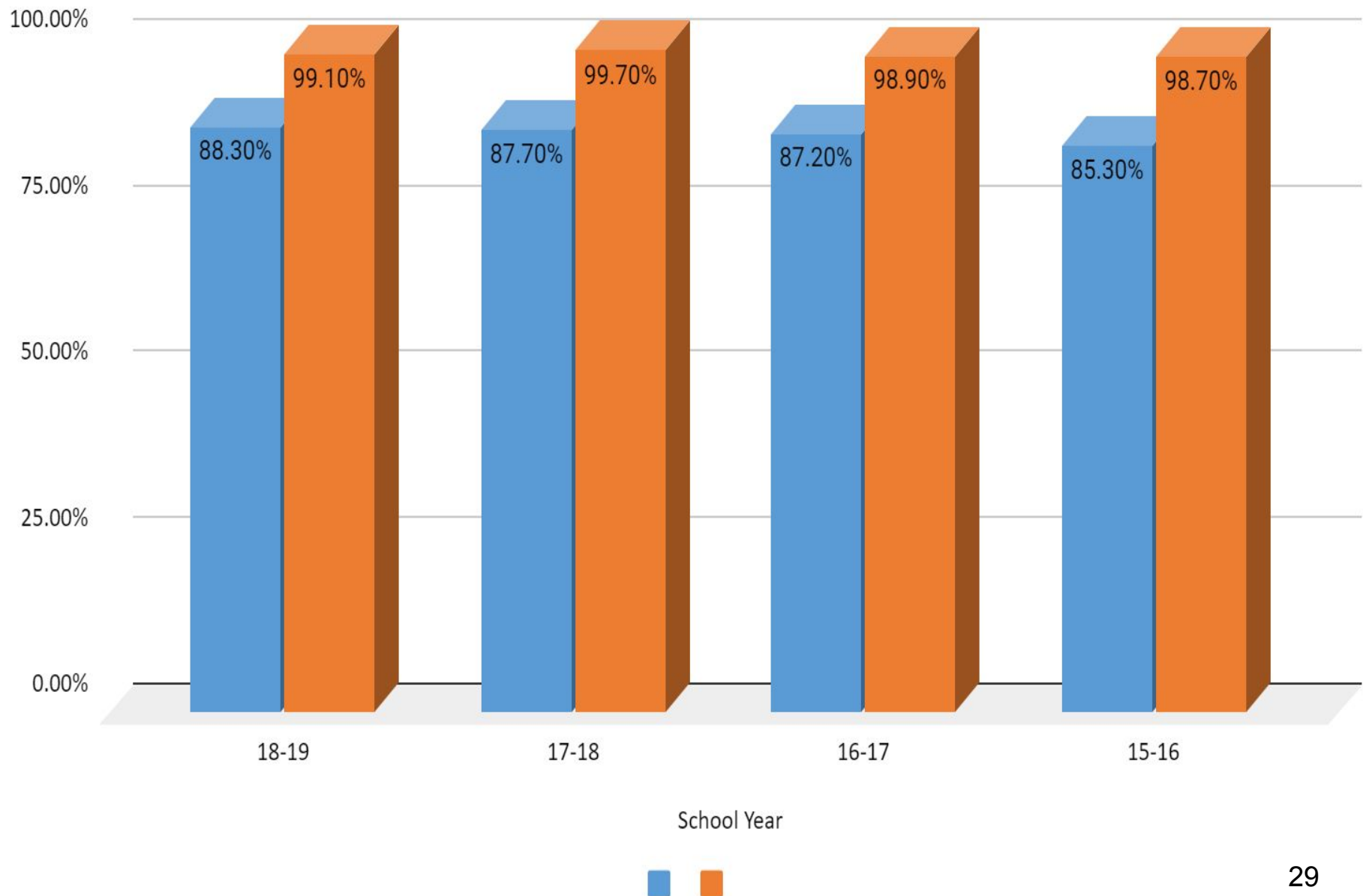
## # of AP of Test Taken by Subject Area (20-21)



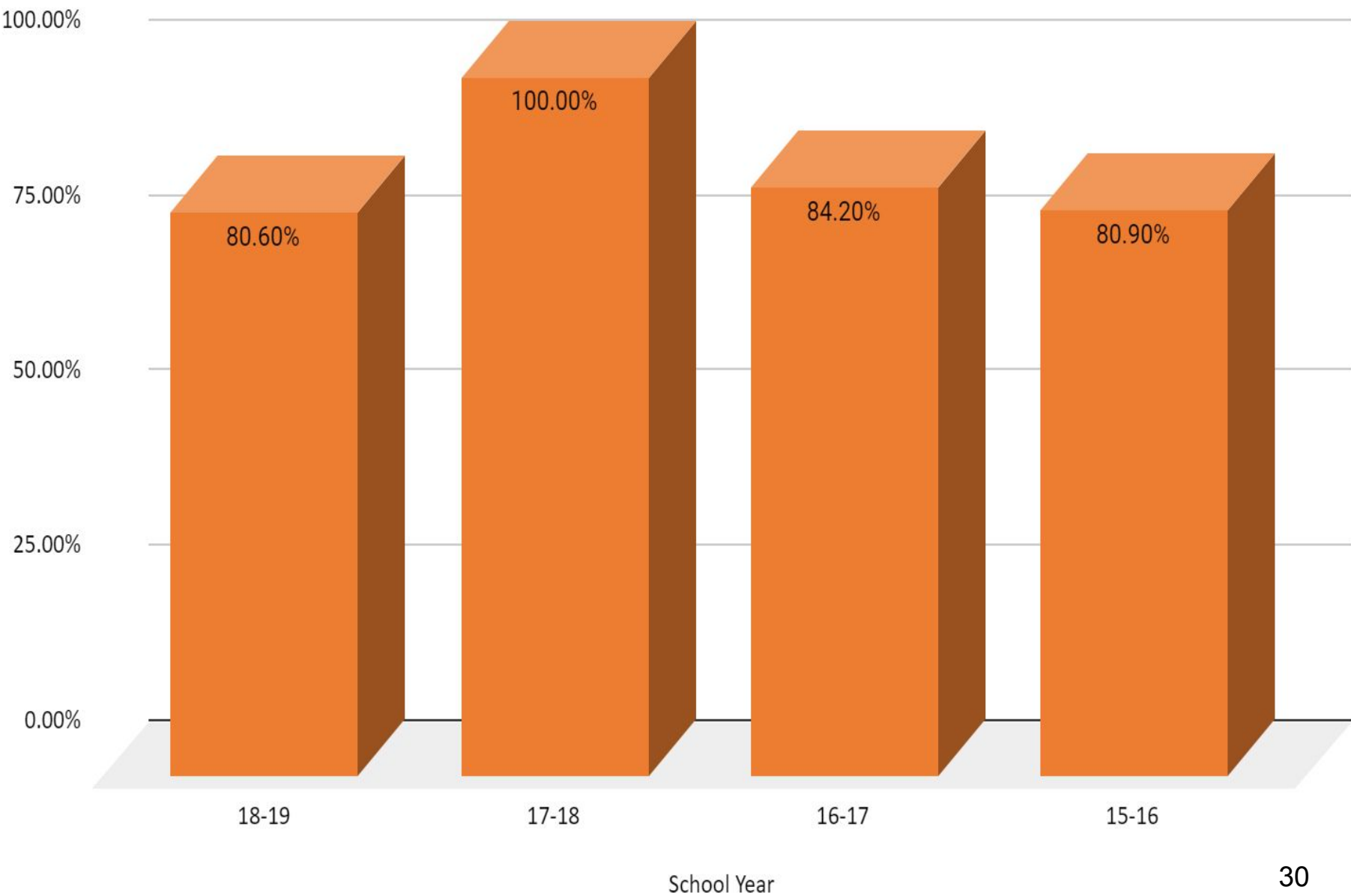
# Global History Regents Mastery (4) and Proficient (3+) Percentage



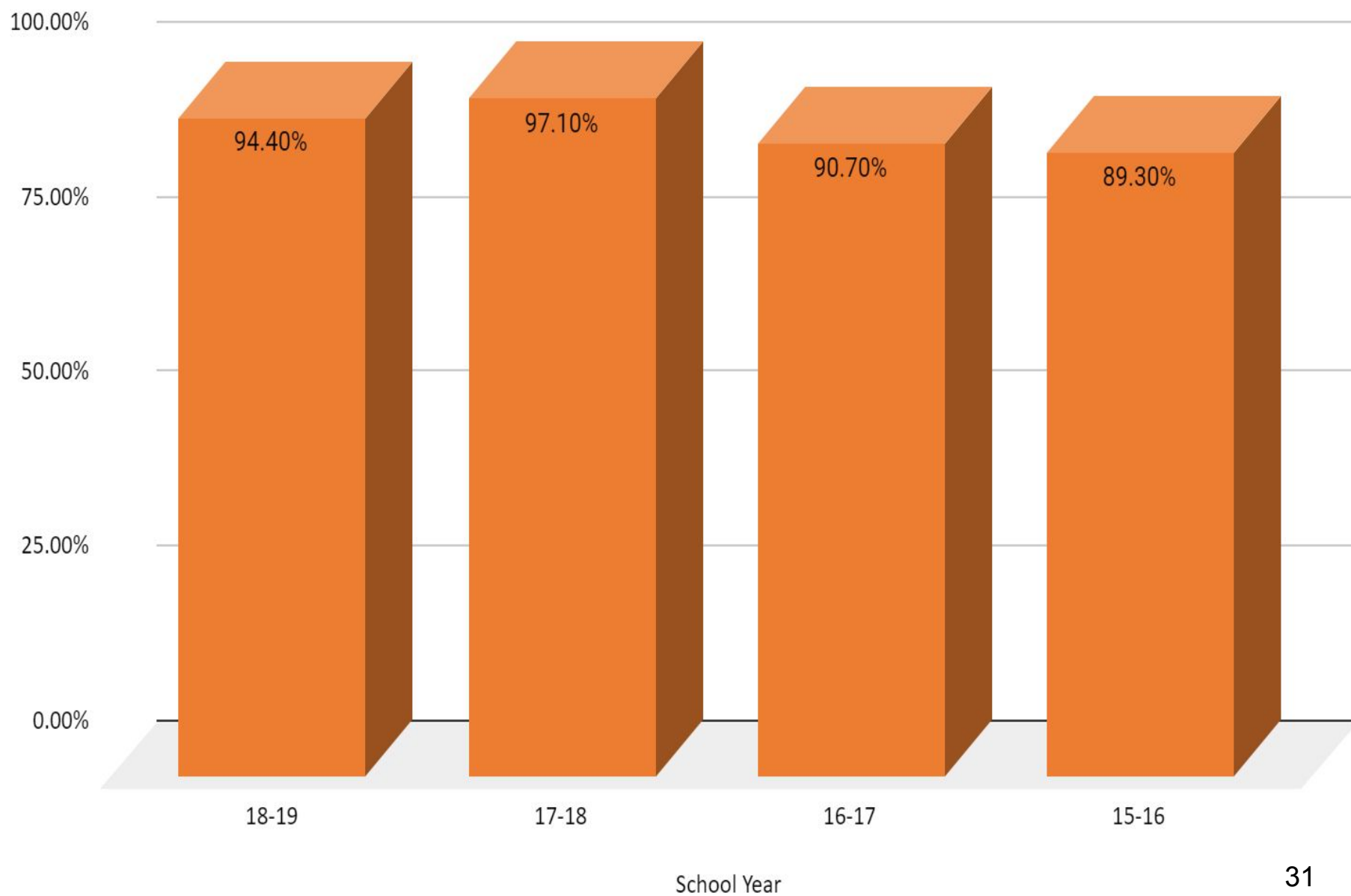
## US History Regents Mastery (4) and Proficient (3+) Percentage



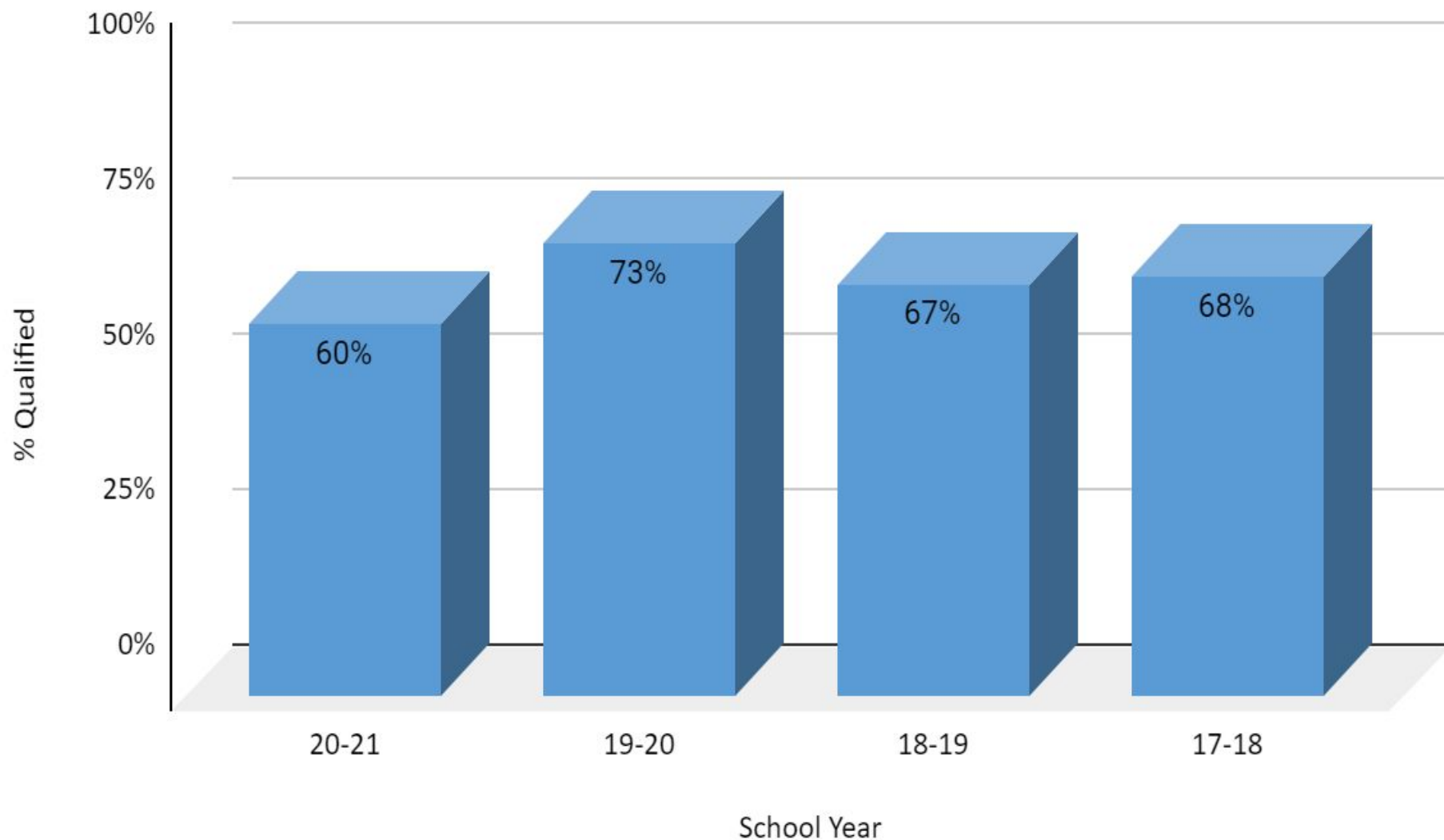
# Global History Percent Proficient Subgroup SE



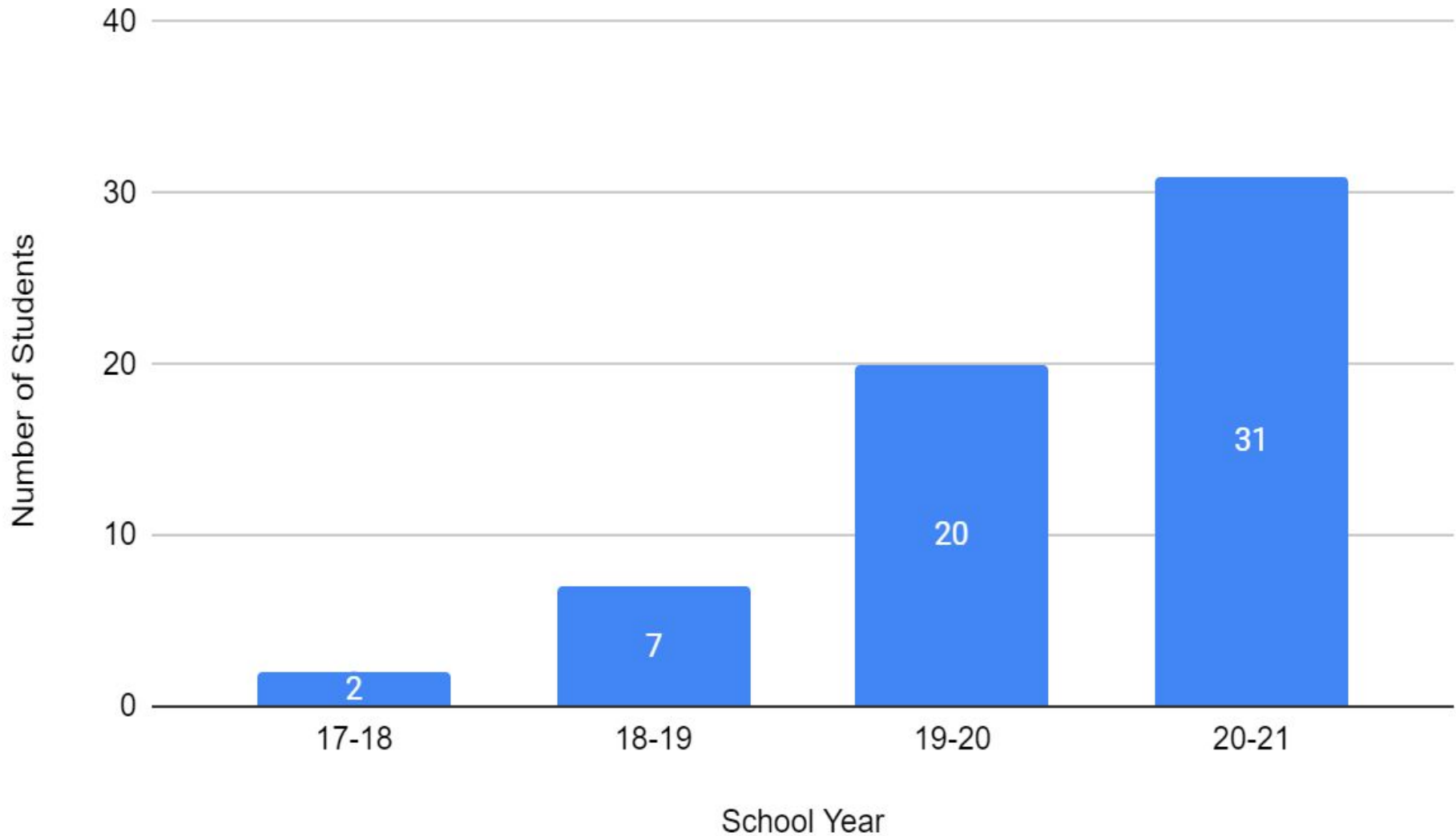
## US History Percent Proficient Subgroup SE



## Percentage of students who received a 3 or higher on SS AP exams



## Number of SE Students taking SS AP Exams



# Competitions and Extra Curriculars

- National History Day
- FED Challenge
- EURO Challenge
- Mock Trial Team
- Model United Nations
- T. Roosevelt speech competition
- WYSE Financial Literacy

# NATIONAL HISTORY DAY 2021 (virtual)

## REGIONAL RESULTS

*13 projects with a total of 31 students entered the competition*

*11 projects with 26 students advancing to the virtual state competition*

**\*Advisors: Samantha Gerantabee and Melissa Jacobs**

**Paper:** The Tiananmen Square Massacre; Communicating Democracy in the Face of Government Repression

**Group Documentary:** The Vietnam Era: How Anti-war and News Communication Defined a Generation

**Individual Performance:**

- Underground Railroad: How Secret Codes, Messages, and Spirituals Were Used to Escape to Freedom
- Lucy: The Legacy of Lucille Ball

**Group Performance:**

- Shirley Chisholm: The Voice of the Disenfranchised **(First Place)**
- Uncle Tom's Cabin: Communicating Morality in the Face of Slavery
- The Novelist Charles Dickens Communicating Reality and Calling for Reform

**Individual Exhibit:** "A MAD Mission"

**Group Exhibit:**

- From Outrage to Amity: The 1964 Panamanian Riots **(First Place)**
- The Space Race: Communication In Early Space Discoveries

**Group Website:** The House of Un-American Activities Committee

# From Outrage to Amity: The 1964 Panamanian Riots



Amisha Brahmbhatt, Genesis Kang, Prableen Kaur, Roshni Patel, and Sarah Ninan were awarded 4th place in the nation at National History Day for their senior group exhibit titled *"From Outrage to Amity: The 1964 Panamanian Riots."*

## 5 of 8 Projects Advance to NYS History Day!

- **2nd Place for Historical Paper:** Michael Zanetti - The Paris Peace Accords: Successful Diplomacy Hindered by Violent Debate
- **2nd Place Group Documentary:** Shivani Kapoor and Liyana Zaman - The Kashmiri Conflict: A Story of Failed Diplomacy
- **2nd Place Group Performance:** Celeste Zhang, Tiffany Leo, Sanjana Lodha, Dheyala Simrin - Engel V. Vitale: Debate and Diplomacy Over School Prayer and Religious Freedom
- **1st Place Individual Performance:** Ayesha Nadeem - The Spirit of Houston: The 1977 Debate Over the Role of Women in American Society and the Diplomacy that Followed
- **1st Place Group Exhibit:** Sarah Ninan, Prableen Kaur, Amisha Brahmabhatt, Genesis Kang, Roshni Patel - Backdoor Diplomacy: The Iran-Contra Affair



# NHSMUN

National High School Model United Nations

2022



**Herricks High School Delegation received the award for  
Excellence in Research and Preparation**

# National High School Model United Nations 2022 Conference Results

- *Chris Leung and Rma Polce chosen to give a speech on behalf of their committees*
- *Rma Polce won Merit in the International Criminal Court (ICC)*
- *Megan Cheng and Catherine Su won Merit in the Commission on the Status of Women (CSW)*
- *Kaitlin won Merit in the International Court of Justice (ICJ)*
- *Melina Apostolatos and Tina Pathak won Excellence in the Union for the Mediterranean (UFM)*
- *Herricks Delegation won Excellence in Research and Preparation*

# Seal of Civic Readiness for All Students

*The New York State Board of Regents is committed to civic education that empowers all students to make informed decisions for the public good as members of a culturally diverse, democratic society in an interdependent world. Civic readiness is the ability to make a positive difference in the public life of our communities through the combination of civic knowledge, skills and actions, mindsets, and experiences.*

## Proposed Requirements for the Seal of Civic Readiness

| Civic Knowledge                                  | Pts. | Civic Participation                                                                                                   | Pts. |
|--------------------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------|------|
| 4 Credits of Social Studies                      | 1    | High School Civics Project                                                                                            | 1.5  |
| Mastery level on Social Studies Regents Exam     | 1.5  | Service-Learning Project (minimum 25 hours) and reflective civic learning essay/presentation/product                  | 1    |
| Proficiency level on Social Studies Regents Exam | 1    | Proficiency level in an elective course that promotes civic engagement                                                | .5   |
| Advanced Social Studies Courses                  | .5   | Middle School Capstone Project                                                                                        | 1    |
| Research Project                                 | 1    | Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product | .5   |
|                                                  |      | Civics Capstone Project                                                                                               | 4    |
|                                                  |      |                                                                                                                       | 40   |

**PART I**  
**Stimulus-Based**  
**Multiple Choice**  
**Questions**  
**(28 total)**  
**1 point each**

- 1 point per question
- total 28 points
- Each question is based on a document
- There are 2-3 questions for each document

**PART II**  
**Short**  
**Essay Set**  
**(2 Sets)**  
**5 points each**

- Each set has 2 documents and 3 questions, 1 question for each document that prompts students to discuss the historical context. The third question requires students to explain audience, bias, purpose or point of view usually for the second document. Each of the 2 essays are expected to be 2-3 paragraphs long

**PART III**  
**Civic**  
**Literacy Essay**  
**(1 Essay)**  
**11 points**

- Similar to the old DBQ essay.
- Students are given 6 documents with questions for each.
- All documents will relate to a particular civil liberty or constitutional issue (given)
- The task is: give the historical context, actions taken to address the issue and success of the actions or impact on society

**FORMAT OF THE**  
**NEW FRAMEWORK**  
**U.S. REGENTS**

# **Essential Questions for 2022 Tri-State Visit Aligned with our Continued Goals:**

- To what extent does the Herricks K-12 Social Studies curriculum reflect the department's goals/philosophy?
- To what extent and in what ways is the K-12 Social Studies curriculum aligned vertically and horizontally in Herricks?
- To what extent does our social studies program support the needs and celebrate the cultural diversity of all Herricks' students?